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February, 1946

Volume XXXII

Number 2

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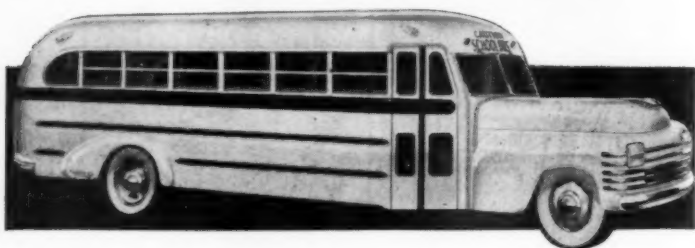
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School and COMMUNITY

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Vol. XXXII

No. 2

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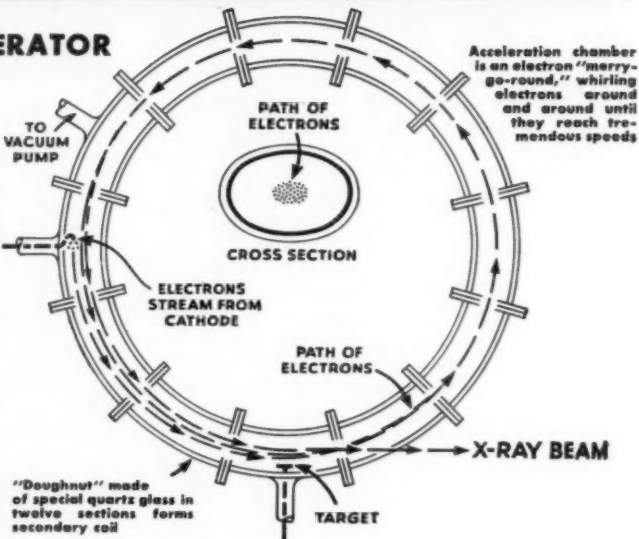
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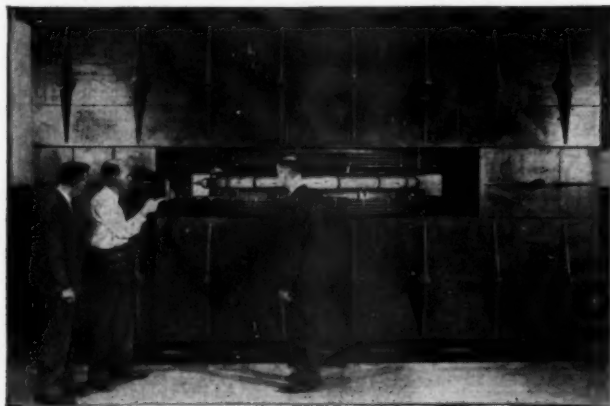
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My Philosophy of Teaching

By VIRGINIA SHEAFF, Kansas City

1. I believe that a child should feel his classroom is another home—a place of security, warmth, and comfort—and his teacher an understanding friend who will be tolerant, just and wise.

2. I believe that a child should so conduct himself in this school-home as to be liked by his classmates and teacher, worthy of their respect and appreciation, and if not a "man among men," at least a well-developed child among children.

3. I believe a child should come to have a feeling for the rights of others, a wholesome respect for property rights, a sense of honor and fair play, and an expectation of having justice meted to him if he infringes on these rights.

4. I believe a child should develop good study habits at an early age, to be improved upon with maturity. In order to acquire these, he should learn to finish each task he begins, that anything worth doing is worth doing well and a challenge to completion.

5. I believe a child should develop a real joy in learning—the joy of accomplishment. I think he should expect praise for this accomplishment, but should learn it is given only for worth-while endeavor. While it is true we all work well under the stimulus of praise, it is equally so that it loses its value when promiscuously bestowed. (This sounds like Dorothy Dix's advice to adolescents.)

6. I believe a child should learn to obey. There is a time and a place for reasoning, but there is also an occasional "Yours not to reason why, yours but to do or die" logic. If a modern child is to grow up to become a part of the expected military machine, a little training of this type in early life should be helpful.

7. I believe a child should develop a simple philosophy of living—a "live and let live" idea, augmented by "there's a time for work and a time for play," "honesty is the best policy," "be sure your sins will find you out"—all the well-worn clichés should become a part of his thinking and conscious—or unconscious behavior.

8. I believe a child should learn at an early age that it is sometimes necessary to sacrifice the desires of the individual for the good of the group. The kindergarten teacher who conquers the child's temper tantrum demonstrates this early in school life.

9. I believe that a child has the right to feel that his parents and his teacher are co-operating in the task not only of educating him, but also of helping him develop into a person of whom they may be proud.

10. I believe that a child has the right to expect to be treated as a *person*—a person whose rights are respected, whose enthusiasms are shared, and whose reticences or sorrows meet with sympathetic understanding.

11. Lastly, I believe a child has the right to be taught by a teacher who knows how to smile, yes, even to break her austerity with a real, honest-to-goodness laugh. He may even be fortunate enough to have for a teacher one who knows how to *love*!

G. L. Donahoe Named Retirement Secretary

The Board of Trustees of the Public School Retirement System of Missouri elected an executive secretary January 15, to serve the system.

George Lester Donahoe, superintendent of the Eldorado Springs public schools since 1942, was the choice of the board. He was elected for a term ending October 1, 1947, at an annual salary of \$5,000.00.

Mr. Donahoe was selected from a field of nine applicants interviewed by the trustees. Donahoe is a graduate of the State Teachers College at Warrensburg, Missouri. He received his B.S. Degree in 1930. In 1932, he attended Iowa University at Iowa City. During the period 1934 to

1936 he completed his Master's Degree at the University of Missouri.

Secretary Donahoe has held several positions in the teaching profession, all in the state of Missouri. He taught in the high school at Waverly, Missouri, from 1930 to 1934. He was promoted to the position of superintendent at Waverly and acted in this position until 1937. From 1937 to 1942 he was superintendent of the Tipton public schools.

Donahoe began his official duties February 1. Communications and questions regarding the Retirement System should be sent to him at the Capitol Building in Jefferson City.

Retirement Board of Trustees and Secretary



Left to right—Lester G. Donahoe, secretary; Mrs. Ella Mae Flippen, secretary to state superintendent of schools; Roy Scantlin, state superintendent of schools; Ward E. Barnes, chairman, principal, Garfield school, Normandy; Uel W. Lamkin, Maryville State Teachers College; Mrs. Emma Gann, principal, McGregor school, Springfield; S. Crews Reynolds, Caruthersville.

Program for Administrators Conference

KANSAS CITY, FEBRUARY 20-22, 1946

Program plans for the Regional Conference of the American Association of School Administrators to be held in Kansas City, February 20-22, are rapidly being completed. Nationally-known speakers will be featured at the five general sessions. Twelve discussion groups, led by Association members from within the area represented in the conference will consider subjects vital to education today.

Themes for the general sessions include "Education Looks Ahead," "Conserving Human Resources," "Education for Community Living," and "Immediate Administrative Problems."

Dr. T. V. Smith of the University of Chicago will address the Wednesday evening, February 20, general session to be held in the Arena of the Municipal Auditorium, which will be open to the public. A chorus of 2500 elementary school pupils from the Kansas City Public Schools will present a musical program at this open session. Other musical groups will appear on all additional general session programs. Only the evening session on February 20 will be open to the public, admission to other sessions being restricted to association members.

Among the other general session speakers are included Major Harold Benjamin, Director, Division of International Educational Relations, U. S. Office of Education, who will consider "Education For World Harmony;" Dr. W. W. Bauer, Director, Bureau of Health Education, American Medical Association, speaking on "The Modern Health Program;" Mrs. Pearl A. Wanamaker, Washington State Superintendent of Public Instruction, whose subject is "Educating All The Children;" Dr. John A. Sexson, Superintendent of Schools, Pasadena, California, who will discuss "The Responsibility of Professional Leadership;" Dr. Elbert K. Fretwell, Chief Scout Executive, Boy Scouts of America, speaking on "The Responsibility of Lay Leadership;" Dr. N. L. Engelhardt, Associate Superintendent of Schools, New York City, whose

topic is "Toward Better Schools;" Dr. Edgar G. Doudna, Secretary and Director of Teacher Training, Wisconsin State Board of Regents of Normal Schools, speaking on the subject "Personnel Problems in American Education."

Discussion group subjects and chairman include:

"What the Secondary Schools Should Teach"—Chairman, Maurice R. Ahrens, Supervisor of Instruction, Public Schools, Denver, Colorado.

"Surplus War Materials"—Chairman, John Milne, Superintendent of Schools, Albuquerque, New Mexico.

"Health and Physical Fitness"—Chairman, John L. Bracken, Superintendent of Schools, Clayton, Missouri.

"Adult Education"—Chairman, I. E. Stutsman, Superintendent of Schools, San Antonio, Texas.

"Boards of Education"—Chairman, Newell D. McCombs, Superintendent of Schools, Des Moines, Iowa.

"Vocational Education"—Chairman, Wade C. Fowler, Superintendent of Schools, Wichita, Kansas.

"What the Elementary Schools Should Teach"—Chairman, Worth McClure, Superintendent of Schools, University City, Missouri.

"Veterans Education"—Chairman, O. H. Day, Director of Vocational Education, Public Schools, Kansas City, Missouri.

"Maintaining The Teaching Staff"—Chairman, Philip J. Hickey, Superintendent of Instruction, St. Louis, Missouri.

"School Building Programs"—Chairman, Herbert B. Bruner, Superintendent of Schools, Oklahoma City, Oklahoma.

"Scientific Aids to Education"—Chairman, J. W. Ramsey, Superintendent of Schools, Fort Smith, Arkansas.

"Education In The Air Age"—Chairman, L. O. Little, Superintendent of Schools, North Kansas City, Missouri.

A reception for all registrants will be given by the Missouri State Teachers As-

sociation on Wednesday afternoon, February 20, in the Little Theatre. Miss Grace Riggs is chairman of the Kansas City Teachers' Co-operative Council Committee which is working with the Missouri State Teachers Association in planning the reception.

Registration will take place in the lobby of the Municipal Auditorium on Wednesday morning, February 20. Membership in the Association is \$5.00. The opening session will be held in the Music Hall on Wednesday afternoon, beginning at 2:15.

Changes Most Needed In Schools

The results of a recent poll of educational experts indicates many needed changes in our schools according to an article which appears in the February issue of the *American Magazine* entitled "Just How Good Are Our Schools?"

We Need Less of This

First, what should our schools emphasize less? Here are some of the suggestions mentioned most frequently:

There should be less drill and memorizing lessons from books.

There should be less requirement of foreign and ancient languages.

There should be less cold formality, as in formal mathematics and English grammar, with its parsings.

There should be less emphasis on "marks" and on preparation for college, since the mass of high school students will not go to college anyhow.

There should not be so much pressure on pupils to excel in scholarship regardless of their individual abilities and interests.

What all these above answers are saying is that too much classroom work is remote from life. Students should see *sense* in what they are learning. They should be able to *use* the ideas and skills they are taught in their day-to-day thinking, talking, working, and playing.

Finally, there should be much less emphasis on high school athletic interschool competition.

We Need More of This

On the other side, what are the things that should be emphasized *more*?

In developing better citizens it is important, the experts say, that students should be trained to face controversial issues frankly.

Here are some other needs besides preparation for citizenship emphasized by a substantial number of experts:

Schools should improve their health education and physical fitness programs, to make all students healthier, and not just a few outstanding athletes.

Students should be given better preparation for shouldering personal and family responsibilities and should receive more prior insight into the problems of love and marriage.

Our high schools should provide students with a greater opportunity for vocational training, work experience, and guidance in selecting careers. The great majority of experts favored having the high schools *require* vocational courses, so that students who are not going to college are prepared for work when they are graduated.

In this atomic age there should be more instruction in science.

There should be increased attention to the fundamentals of reading, 'riting, and 'rithmetic.

There should be more effort to deal with the needs and abilities of each *individual* student. One of the curses of our school system has been too much standardization in the treatment of all students, regardless of their immense individual differences in abilities and interests.

Finally, the most important need of all, in the judgment of a number of experts, is to make schoolwork much more alive and interesting. Then youngsters will feel its importance and enter into it with enthusiasm, rather than regard it as something disagreeable they are being forced to swallow.

Teachers in the New Age

WHAT IS THE POSITION of the school in the postwar world? By "the school" I do not mean an abstract, hypothetical concept; but the place to which you walk to work five mornings (and several evenings) each week. This is the school of the postwar world—and you are already a teacher in this new age. Today's atmosphere is saturated with hopes and plans for economic and social improvement both collective and individual. Right now you are dreaming of how to achieve this betterment for yourself and for your students.

One of the most important keys to the realization of these new world goals lies in your thoughts as you walk to school; or as you sit behind your own desk. Just as a great army is fashioned from the multiplication of a single fighting man; so is great social and economic achievement activated by the united influence of single persons and small groups. It is within our power as teachers to help bring about the fulfilment of these dreams on the part of society by influencing the thoughts and attitudes of that society.

Many thoughtful people must struggle to get anyone to listen to their ideas. Teachers, however, have society's own permission to influence it. Do not think that in the classroom what you do and say is influencing only a future generation of the world's citizens. You need only make an unfortunate slip of the tongue to realize how many of the present generation (the parents of your students) listen indirectly to your words. It is for teachers, who have an immediate stake in better social, economic, and world conditions, to have a powerful voice in bringing them about.

Enlightened leadership is one of the first necessities in the postwar era. Teachers are trained to read, to digest, and to interpret facts and ideas. The world is coming into new and larger concepts of man's relationships with his fellows. To bring about the desired improvements in all aspects of life, people must first become world-minded. You are able to see the

By WILLARD ROBB
*Northwest Missouri State Teachers
College
Maryville*

community in which you teach more clearly in its relation to the world about it than are many of its citizens; and you are in an advantageous position to enlighten them.

The average G. I. has returned with a more international view-point. He needs to find someone in his home community who has studied, and is aware of this view-point. You can do a great deal to help people to realize that they are now members of a world citizenry. Because they are now connected to it through a son, husband, or brother; many families are for the first time acutely aware of the vastness and complexity of our world. What an opportunity for the promotion of tolerance and international understanding!

In the field of improved economic conditions, teachers have a responsibility both to themselves and to their profession. Those who leave the profession because of inadequate compensation are often replaced by less experienced persons at even less salary. Thus we have a situation in which teachers are helping to promote the very thing which is a cause for their withdrawal from the profession. Teachers will not secure economic betterment within their own ranks by removing their more experienced members from the field.

During the war, the federal government found education to be so important that afterwards it was incorporated as one of the chief features of the G. I. bill of rights. Veterans are offered education as an aid to economic freedom. If the government takes this view of education; the individual teacher has an opportunity to advance the doctrine of education as an economic factor in the world of today. The teacher can help his or her community to realize that by educating its children he is assisting those children toward economic se-

curity; and that the teachers own security is necessary before this can be adequately done.

Let us be proud of our profession, and

sensible to the opportunities which are ours to provide useful leadership in an age of unparalleled opportunity for mankind.

The Fourth R---Relationships

"Mind your own business."

"Do your own work."

"Don't talk to your neighbor."

"Don't leave your seat."

These are familiar school rules. Teachers used to think that was the way to maintain good discipline. Keep youngsters separated. Don't let them have a chance to misbehave.

Maybe such rules were all right for schools that thought their job was finished when they had drilled on the three R's and other school subjects. Now we see that rules which tried to prevent youngsters from misbehaving kept them from learning how to *behave*. The rules prevented them from learning that important fourth R—relationships, how to get along with people.

The three-R school did not worry if it turned youngsters into self-centered individualists. This is a competitive world, the teachers believed. School should prepare people to get along in such a world. The four-R school knows children and grownups in this world probably will always have to deal with competition. But it is clearly seen by teachers in four-R schools that there is only one safe way to get along in a world that is so full of fear and suspicion and hatred and that is by learning to get along with all kinds of people. More than that, people must learn to bear a genuinely *friendly feeling* toward all kinds of people, in their own country and outside. That is the only sound basis for decent human relationships. That is the only hope of survival for everybody.

We need a lot more four-R schools. People can learn to be more friendly at heart. People can learn to get along together and to work in *group* ways to solve the tough problems the world is facing today. Schools must find out how they can do their part

By ALICE MIEL*

in helping people to learn the things the new R involves. In other words there are some skills to be taught that are quite different from reading and spelling. There is an important job of educating the emotions that is quite different from teaching a person to add and subtract.

There are three approaches to the job of improving human relationships. Teachers must use all of them.

Creating a Friendly and Relaxed Atmosphere

The first approach to educating for relationships is through the atmosphere created in the classrooms—the psychological climate so to speak. The best climate is one in which the teacher sets a tone of friendliness. Youngsters learn much about good human relationships by living in the midst of them. It is essential that they see parents and teachers treating one another with respect and consideration. It is essential also that they see teachers treating each and every pupil with respect.

To be sure, some youngsters are aggravating and sometimes it is hard to hold back a biting remark. Many teachers can sympathize with the teacher who wrote:

"Everything Nicholas does rubs me the wrong way. He is constantly getting close to another child and talking in his ear. He often looks up with an expression which indicates that he is expecting to be corrected. He has a voice that carries across the room. He jumps up and runs to sharpen a pencil just as some work is beginning. Even his very movements annoy me; he walks with his right shoulder lifted and shuffles sideways with head lowered. He is never a mean child—only has annoying habits."¹

*Written for the Department of Supervision and Curriculum Development of the NEA.

¹ Adapted from a teacher's anecdoted record reproduced in *Helping Teachers Understand Children*, published by the American Council on Education, Washington, D. C., 1945, P. 143.

The teacher who wrote this paragraph about Nicholas began to study him. She decided that his behavior was a symptom of his need for affection. When she really understood the child, she found it much easier to give him the affection he craved. Good human relations are based on understanding of people in general and of particular people one deals with. Teachers must be students of people if they are going to be able to create an atmosphere of friendliness around them. Friendly feelings must carry over *especially* to the youngster who needs a bath, is always dropping his pencil or spilling his ink, says "ain't," gets into fights, constantly interrupts, or never has his work done.

A definite step teachers can take is to start by concentrating for a day or a week on the friendly, helpful things they see children and adults doing. They can call these acts to the attention of the group. After a while this accent on the positive may get to be a habit. Thus teachers can reinforce the natural drive people have toward being friendly and cooperative.

Another element in a climate making for good human relationships is a sense of ease and relaxation. Many teachers hurry youngsters too much. They feel such pressure to get a lot of things done this period, this day, this week, this school year, that they do not allow for the pace that is good and natural for different individuals at different ages. They try to make all the children in the group do the same things at the same time. Whenever there is pressure, people become tense and human relations suffer. If a friendly and relaxed atmosphere can be maintained, most "discipline" problems are avoided.

Teaching Ways of Working Together

The second approach to the job of improving human relationships is a direct one of teaching skills people need for working with others. To solve problems cooperatively people must know how to plan together, how to divide up the jobs to be done, and how to check up to see how well the jobs have been performed. This kind of business can be learned only by carrying it on. If youngsters in school have no group enterprises to manage, no plays, no trips, no parties, no discussions of how



to live together better in the classroom and school, no chances to serve on committees or to hold office in clubs and classes, ways of working together cannot really be practiced and so cannot be learned. Skill along these lines is not developed automatically.

Teachers must help youngsters to discuss their experiences at managing their affairs. What worked? What didn't work and why? Direct teaching of this kind will help to clinch the learnings involved.

Teaching About People

A third approach to the job of improving human relationships is through helping youngsters learn more about people everywhere. This will mean a kind of social studies that draws on sound principles of psychology, anthropology, sociology, and other social sciences. It must mean an end to teaching phony facts about those "queer" people of other lands and a beginning of helping youngsters to understand what we Americans and our world neighbors are really like. Youngsters must understand what all these people have in common today and what accounts for the differences among them. People must be helped to get over their fears of other people through understanding differences. Sound human relations cannot be built where there is fear.

The fourth R—Relationships—is something one teaches all day long by his every act. Teachers must give conscious attention to how well they are doing this important part of their job.

The Community Veterans Center and The Secondary Schools

MOST MISSOURI COMMUNITIES are joyfully aware of the fact that "their boys" are rapidly returning home from service. In some communities most of the veterans have already arrived and are beginning to consider seriously the problem of "What am I going to do?"; "What is the wisest thing for me to do?"; "Do I want to accept my old job?"; "Should I secure a new job since my expenses and responsibilities are greater than the old job will afford?"; or "Do I want to take advantage of the G. I. Bill of Rights?"

All of these questions and many others are constantly fleeting through the minds of the boys and girls who are again becoming accustomed to civilian clothes.

The Veterans Administration has provided representatives and contact points at which and to whom the veteran can go to secure applications for aid, for schooling, for insurance information, and for claims of various sorts against the government. These provisions are fine as far as they go, however they do not go far enough. The problem most neglected is the problem which is an educational one and can best be solved with the aid of educational specialists. This problem is one of *guidance and advisement*. Let me present a typical example.

Joe Thompson, age 18 when he was called into the service, had just graduated from high school. He has had no work experience. He has just been discharged. He is now 21 or 22 and has recently been married. He is ambitious and wants to begin doing something at once. Since Joe was a student just out of high school he has no old job to which to return. Although he is now 21 or 22, he is still 18 so far as his civilian work experience is concerned, which in this case is none since the Services do not train men for civilian jobs. The tragic fact begins to dawn on him that he is not technically qualified or prepared to compete in our civilian economy with his fellow workers. Now if Joe does not wish

By AMOS J. SNIDER
Community Veterans Advisor
University of Missouri

to attend college, his problem becomes acute. Where can he go to get educational advisement? To what extent does he understand the *requirements* of the various trades and jobs into which he *thinks* he might like to enter?

Experience is showing that in his quest for the answers to these questions he is being *referred* from one agency to another—all honest and trying to help—but without satisfactory answers to his problem. In one Missouri town Joe reported to the Court House to the Selective Service Office after which he was referred five blocks to the Post Office, then five blocks to the U. S. Employment Office, then back four blocks to the Veterans Referral Center and finally five blocks back to the Court House. He was still waiting for an answer to his educational question. This runaround was in addition to that received at the Separation Center. You can imagine Joe's feeling with respect to "red tape." This example, with variations, is recurring hundreds of times each week all over the land.

The University of Missouri, in its work with veterans, sees this problem and understands the social implications involved. It is proposing to the various communities of the state that they organize at once a Community Veterans Center with a Community Veterans Committee composed of representative business and professional people of the community. Just how will the Veterans Center and Committee operate to help Joe solve the problem outlined above?

The Community Veterans Center should revolve about or be closely tied with the Selective Service Office. They were the organization which sent the veteran into the service and are partially charged by

law to see that he is employed upon his return. The Selective Service Board has a full-time secretary. Each veteran must return within ten days after his discharge to the Selective Service Office to secure his change in classification. When Joe reports to the Board office he can be asked if he has any problems with which he needs assistance. He can be informed that any of the several representatives of the Veterans Administration, State Service Officers, Red Cross and others can be called in to assist him. One of the members of the Committee who is available to assist him is the member of the secondary school faculty of the community who is qualified to give educational advisement.

Since Joe's problem is one which properly falls in this category, an appointment is made for the faculty member to come to

the Center to talk with Joe and advise with him on his educational problem.

It is important to remember that Joe *Should Not Be Referred To* the various members of the Veterans Committee. The members of the Committee should come to the Center to see Joe. Joe has already received too much referral and run-around. We must not assume that we are *Too Busy* to assume this responsibility for these boys and girls. It is *Essentially a Community Responsibility*. Who in the community is better qualified to give educational advisement than the professional educators of our various communities?

How well, we, the educators of our communities meet our part of this responsibility, will determine partially the extent to which some of our social problems of the future are successfully solved.

Causes of an Unruly School

THE FACTORS THAT CAUSE an unruly school are thought of as being numerous. There are only five major causes. The others are minor ones and have their foundation in one or the other, or in a combination of all five of the major causes.

The first of the major causes is the home. Under this all factors are to be taken into consideration that influence the child. The child's parentage, his ancestral stock and his hereditary tendencies are all important. The way of living in the home should be recognized. This would include the physical environment, social life, racial customs and traditions, ideals, and the morals and religion practiced. Last but not least the education of the parents and their attitude toward education and society in general.

The second cause is the pupil, his inner life, his subconscious influences and reactions in his conscious life. The subconscious influences are derived from the home life, beginning prenatally and during infancy and on through childhood and adolescent age. If any disorder exists in the home the child is certain to develop mental conflicts. These conflicts are an outstanding factor influencing social behavior. There can be no doubt, when these exist, there will be social conflict.

By MARGARET MICHEL
Bland

Mental conflicts give rise to many types of children such as, stubborn or obstinate, vagrant, truants, thieves, pervers, vicious and cruel.

Another type of pupil that makes for disorder is the defective, physically and mentally. The physically defective may be grouped under three classes, the functional, crippled, and the glandular. The functional and crippled can be easily detected and remedial measures can be applied. The glandular is the greatest trouble maker, because it is difficult to diagnose. Pupils seem to be well and healthy youngsters in everyday life. In some communities if heads of the administration would hint at the fact that these youngsters were afflicted with glandular disorder, the parents would be up in arms. A few years before the war it was pointed out that ten percent of undesirable conduct among high school pupils was due to endocrine gland irregularities. If statistics were available today, we would find a much higher percentage due to the physical, mental and spiritual

malnutrition that has been forced upon the parents as well as the young of our country. These glandular irregularities interfere with bodily, mental and emotional development of the pupil, thus making him a misfit for school society.

The problem of mental defectives has been studied by educators. There is no cure for such cases. They must be taught and trained in a group in order to bring about the best results for both the afflicted individuals and society.

The third cause of the unruly school is the community. The environment under which the children live outside school hours. What are the ideals and principles practiced by the members of the community? Are they such that make for good citizenship? Or are they contrary to the principles and ideals of the teachers and what the school is trying to teach the girls and boys? It is up to the community to have their growing generation always foremost in mind. Give to them the best if they expect the best to come back. It has a great moral influence on the young people when they grow up in a community where the best principles and ideals are practiced by their elders. These young folks have all the qualities for good citizenship, such as reverence, respect for the aged, respect for law and order.

The fourth cause is the administration. Under this we must consider the physical environment, poor housing conditions, poor lighting and heating equipment. The decorations on the walls, furniture and classroom equipment may be such that make for restlessness and nervousness on the part of the girls and boys.

The machinery that goes with the physical equipment should be so placed and located that the noises cannot be heard in the study halls and classrooms. Even though the teachers and students have become accustomed to the sounds and noises they still have an effect upon their subconscious mind which will influence them consciously either directly or indirectly making for nervousness that is classed as of unknown origin.

Poor methods in administration such as a hit and miss method makes for unruliness. There must be a system and the sys-

tem known to all teachers and students. There need not be a long list of rules and regulations that go into details. The Golden Rule practiced by every member of the teaching staff will soon radiate to the students and a well disciplined school will be in the making.

Good discipline is a matter of habit formation. Signals and set plans for entering and leaving classrooms, study halls, buildings should become a natural routine with little or no noise or disturbance. Developing these habits are like developing habits of good citizenship. Some educators argue that such methods are too formal and make a school too militaristic and that girls and boys do not have enough freedom. No doubt there is truth to this argument but at the same time when young people are left to their own freedom without putting restraints on some of their actions they cannot learn to respect the rights and privileges of others. It must be remembered that there are various types of students in a school system similar to types of people in adult society. They must be given the same kind of government in school as in adult society. When rules and standards are not obeyed they must know and suffer the consequences.

The fifth cause, is the teacher in the classroom. This of course links very closely with the administration. A teacher must be cooperative with all fellow teachers, parents and students. It is here the Golden Rule plays a great part. He or she must be strictly professional with the boys and girls and not enter into any plans or activities that may lead to a disruption in the system. He must always work in harmony with the whole system and work with the philosophy of "The greatest good to the greatest number," regardless of what one or two or a few would like. In carrying this out he must use good judgment, tact and be honest with himself and his students.

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Non-Taxable and Deductible Items On Your Income Tax

YOU WILL PAY A LOWER rate of tax on your 1946 income. Salaries earned since January 1, 1946, have been subject to the new reduced withholding rates established by the federal income tax law passed late in 1945. However, income earned during the calendar year 1945, which is to be reported on or before March 15, 1946, will be subject to the same rates that were paid on income of the preceding year with the exception that all pay of enlisted persons for active service is now excluded from taxable income.

Federal income tax blanks for individuals still consist of Form W-2 and Form 1040, which, with their accompanying instructions, are almost the same as those used a year ago. The instructions are well-written. Read them carefully.

This article will not attempt to tell in detail how a tax return should be filled out. It is presumed that you know how to prepare your return, or that you will secure help in its preparation. Your postmaster or banker should be able to direct you, if necessary, to some one who can help you.

The following brief check lists are presented to assist you in gathering the information for your tax return. Some additional items are listed in the 1945 instructions for Form 1040. Do not include as income any amount received which is not taxable income. If you list your deductions on your return (Form 1040), be sure to include all deductible items to which you are entitled.

Non-Taxable Income

Accident and sickness benefits or recoveries from insurance company or as a result of suit for damages.

Alimony, but only under restricted conditions.

Allowances to families of enlisted persons contributed by the government and to wife for household expenses (not taxable to wife nor deductible by husband).

Annuities in part if purchased, old age

By ROYAL D. M. BAUER
*Professor of Accounting
University of Missouri*

and survivor benefits under Social Security Act, payments from the Carnegie Foundation for the Advancement of Teaching.

Bad debt recoveries, under specified conditions.

Bequests.

Board and room furnished by employer for his own convenience.

Cancellation of indebtedness, under specified conditions.

Children's earnings not included in parents' income.

Clergyman, rental value of parsonage furnished as part of his compensation.

Damages for injury, sickness, slander or libel, alienation of affections.

Dependent, income of.

Expense reimbursements.

Gifts, inheritances, and tax-paid income from estate or trust.

Group life insurance premiums paid by employer.

Income tax refunds, generally.

Insurance proceeds, accident, health, and life, and dividends on unmatured life insurance policies.

Interest on state and municipal obligations, on U. S. Treasury bills, notes, and certificates of indebtedness issued prior to March 1, 1941, and on not over \$5,000 principal of U. S. Treasury bonds, including U. S. savings bonds issued prior to March 1, 1941.

Military pay for active service, the entire amount paid to enlisted persons and the first \$1,500 paid to officers, also mustering-out pay.

Stock dividends or rights, common on common, usually.

Supper money received by employee.

Deductible Items

Attributable to rents and royalties: building maintenance and repairs, depre-

ciation of building and equipment, fire and casualty loss, interest on mortgage, leasehold expenses, liability and property insurance, painting and decorating expenses, salaries and social security taxes for employees, supplies used and expenses incurred by an author in the writing of books and articles.

Contributions (limited) including value of property given.

Interest paid on notes and other debts, including deferred payment plan purchases if interest is provided for in contract.

Taxes deductible on federal return: state income tax, state and city sales taxes, real estate and personal property taxes if not deducted elsewhere on return, auto and drivers' licenses, Missouri gasoline tax (2c a gallon), city gasoline tax (1c a gallon in many cities).

Taxes deductible on Missouri income tax return: federal income tax, federal gasoline tax (1½c a gallon), excise taxes on admissions and club dues and on communications and transportation tickets, stamp taxes on deeds and stocks, all taxes deductible on federal return except Missouri income tax.

Losses from fire, storm, flood, theft, auto accident, or other casualty, if not covered by insurance.

Medical and dental expenses (limited).

Bad debts (subject to close scrutiny).
Collection and custodian service fees relating to investment securities.

Cooperative apartment taxes and interest paid by tenant.

Depreciation of professional library and professional equipment owned.

Dues paid business and professional societies and labor union, but not to social and fraternal organizations except sometimes as a business expense.

Expenses, ordinary and necessary, incurred in production of income.

Fees paid to obtain a position.

Subscriptions to technical magazines.

Substitute teacher's salary paid by regular teacher.

Traveling expenses of persons attending scientific society meetings, of summer school teacher, of professor tutoring in another city, of teacher on sabbatical leave who receives compensation while engaged in required traveling, but commuting expenses are not deductible.

Cost of supplies and other necessary expenses incurred in pursuit of profession by teachers, research workers, and others.

Any reasonable and necessary expense incurred in the production or collection of taxable income or in the management, conservation, or maintenance of property held for the production of taxable income.

Our Teacher POETS

PROFESSORS MAY BE ABSENT-MINDED. BUT—

HE MAY forget his rubbers,
His collar, or his vest,
But (hang it all!) he won't forget
The day to give a test.

He may not know his number,
Or who is in his class,
But (curse the luck!) he always knows
Who ought to flunk or pass.

—LYNN HAROLD HARRIS
Cape Girardeau

WELCOME

WELCOME friends and neighbors
A welcome to every one,
Really appreciate your coming
To participate in our fun.

We're just a bunch of youngsters
Like you grown-ups used to be,
We're full of life and hope and love
Of things that are to be.

Your school days now are over
Ours have just begun,

We've progressed very nicely
And had a lot of fun.

Perhaps we've erred a little
Teacher says, "we do,"
But he's very understanding
He once was a pupil too.

I'm here to give the welcome
Which I most heartily do,
And in this welcome I'm including
You and you and you.

—F. A. COWARD
Springfield

A TRIBUTE TO JOHN F. HODGE

"I'll leave it now to you . . ."
Those parting words ring clear;
Ever those words sound anon
Though his voice we cannot hear.

"I'll leave it now to you . . ."
The torch he thus passed on;
His race he'd run;
Well his work he'd done.

"I'll leave it now to you . . ."
He'd toiled, he'd planned,
He'd left an institution
Built by an inspired hand.

"I'll leave it now to you . . ."
The tears stood in his eye;
He must leave the school he loved;
It was so hard to die.

"I'll leave it now to you . . ."
To us whom he had taught
He left to carry onward that
Which forty years had wrought.

"I'll leave it now to you . . ."
O God, give us aid,
As his spirit guides us ever,
In that last assignment made.
—MILDRED E. BOHON
St. James

THE TEACHER

SHAKESPEARE, Dante, Milton, Homer;
Storied life of human soul
In its toil of upward struggle
Depicted clearly as their goal.

Artists, these, transcendent masters;
Wrought in words superbly lined:
But what artist writes the story
In a child's receptive mind?

In the field of architecture,
Roman, Goth, and Greek were great:
In the children's lives what master
Builds the structure of the State.
Deep and sure foundations laying
For the stresses of our times
So the earth's chaotic rumblings
Obscure not, harmonic chimes?

Wagner, Bach, Mozart, Beethoven;
Sound's harmonious art portrayed;
On the youthful, plaintiff yearnings
Who sees life's symphonies are played?
Titan, Rubens, Leonardo,
Raphael, Murillo too;
Line and color, life reflecting
Sublime passions brought to view.
On the canvas of the conscious
What great masterpiece is wrought—
What true careful, patient brushstrokes
Paint great harmonies of thought?

Michelangelo, Italian;
Phidias, sculptor of the Greek,
Carved their statues in the marble
So they almost seem to speak.
In the halls of fame and glory
These, all these, may take their toll
But a sculptor who is greater
Is the moulder of a soul.

—MARTIN C. WILSON
St. Louis

MISSOURI

LAND of the big red apple!
Home of the Missouri mule!
Grand old 'Show Me' state, with
Churches white and little red school!
Rich in story, your fame I sing,
Old Missouri, you have everything!

An overture of April moods
In skies and rocks and trees,
A never-ending cycle sings
Missouri melodies.

A bird in the hazel thicket,
An answering flute-like trill,

A fragrant mist in the valley
Where the hawthorn petals spill,
A lad with his fishing tackle,
A trout stream's deepening flow,
Strawberries sweet in the meadow,
A flock of birds flying low,
New grass in the dewy pastures
With sheep-bell's far-away sound,
And that is Old Missouri
When springtime rolls around.

An overture of summer sun
On wings of scented breeze,
A never-ending cycle sings
Missouri melodies.

A field with its new cut clover,
A quail in the ripening wheat,
The trees with listless shadows,
And the sun's bold scorching heat,
The sound of a distant rumble,
An ominous darkening sky,
A vivid flash and a rainstorm
From the thunder clouds on high,
The tints of a brilliant rainbow,
As rivulets wildly run,
And that is Old Missouri
When summer has begun.

An overture of Autumn woods
In rows of scarlet trees,
A never-ending cycle sings
Missouri melodies.

The chirp of a cricket's warning,
A festival of painted leaves,
The golden glint of the sunshine
On the rustling brown-toned sheaves,
The bay of a hound that is running,
A fox-chase through Ozark hills,
The lost weird cry of ruffled owl,
And the plaintive whip-poor-wills,
A homestead etched in twilight
Against a yellow sky,
And that is Old Missouri
When autumn days drift by.

An overture of winter snow
Through maze of dazzling trees,
A never-ending cycle sings
Missouri melodies.

A halo on far-flung ridges,
With hollows of drifted snow,
A scenic drive on the high-way,
A thin new moon dipping low,
The lights in a near-by village,
An echoing lonesome train,

The merry ring of the sleigh-bells,
And a dance at Country Lane,
A book and a stormy evening,
A back-log's warming glow,
And that is Old Missouri
When winds of winter blow.

An overture of folk-lore true,
Traditions such as these
A never-ending saga sings,
Missouri melodies.

An Indian legend carved in stone,
An arrow-head unbroken,
A doe-skin belt within a cave,
A warrior's beaded token;
A pioneer cabin built of logs,
The open Book of ages,
The heritage of rugged soil
With history on its pages,
A patriotism of long hard years,
A faith no wrong can sever,
And that's the Old Missouri
That holds our hearts forever!

Land of the big red apple!
Home of the Missouri mule!
Grand old 'Show Me' state, with
Churches white and little red school!
Rich in story, your fame I sing,
Old Missouri, you have everything!
—ALICE ROOP
Springfield



Did you ever save anyone from flunking
spelling?

The United Nations Educational Organization

REPRESENTATIVES OF FORTY-FOUR United Nations met in London from November 1-16, 1945, to create the Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Conference was held to carry out provisions for educational and cultural cooperation which had been made in the United Nations Charter five months before at San Francisco.

Like other new organs for international cooperation, UNESCO has been established to help promote peace and security in the world. The new organization will work toward mutual understanding among nations through educational and scientific development, and cultural exchange.

In her address on the opening day of the Conference, Miss Ellen Wilkinson, British Minister of Education, addressed herself to teachers everywhere with the words, "When this organization is established, see that you make it your own, to reflect your wishes and to meet your needs. See that its influence penetrates from the officials at its center to the scattered workers on the circumference, so that the unity of the teaching profession may at last be no empty slogan but a living reality."

What follows here is an attempt to answer some of the inquiries most often made in connection with the United Nations Educational, Scientific, and Cultural Organization.

What Is UNESCO?

UNESCO is an organization of governments acting on behalf of their peoples. It is prohibited from interfering with activities which are *essentially* within the domestic jurisdiction of any nation.

What Is the Main Purpose of UNESCO?

To quote its new Constitution, the purpose of UNESCO is "to contribute to peace and security by promoting collaboration among nations through education, science, and culture in order to further universal respect for justice, for the rule of law and

By WILLIAM G. CARR
Associate Secretary NEA

for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

What Will UNESCO Do?

Although UNESCO's definite program cannot be set up until the first meeting of the Organization is held, several proposed activities were discussed at London. These included the establishment of: a central information service on student and teacher exchange; a program of cooperation in press, radio and motion picture communication; and a world university. Other functions may be the drafting of international agreements on copyright laws, and on the teaching of mutual understanding in the schools of the various member nations. Special attention will be given to international scientific cooperation, adult education, and the exchange of books and other printed material.

How Will UNESCO Operate?

The Organization will hold an annual General Conference, attended by not more than five delegates from each nation. This General Conference will plan the program and policies of UNESCO, and will elect an Executive Committee of 18 members to put the program into action.

When twenty or more nations have formally accepted the Constitution of UNESCO, the Organization can come into operation. It is hoped that this process of ratification can be completed by May, 1946, and that the first meeting of the General Conference can be held immediately thereafter.

Why Was "Science" Added to UNESCO

One of the principal decisions of the London Conference was to include *scientific* as well as educational and cultural cooperation within the scope of the Organi-



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zations. The importance of science in the modern world and its close relationship to educational and cultural patterns was the cause of the addition of "science" to the title of the Organization and to the provisions of its Constitution.

Costa Rica, Ethiopia, Honduras and the Soviet Union were the only United Nations who had no representatives at the London Conference. The absence of Russia was especially regretted, and a message from the Conference was sent to Moscow expressing the hope that the Soviet Union will be able to participate later in the work of UNESCO.

How Will UNESCO Be Financed?

The way in which UNESCO will be financed will be decided later when the relationship between the United Nations Organization (UNO) and UNESCO has been determined. It was stressed at the Conference that the method of administering the UNESCO budget must be one that will preserve the autonomy of the edu-

cational organization in its own sphere.

It was decided at London that efforts should be made to develop a close relationship between educators, scientists, and cultural leaders, as well as among governments. For this purpose, a National Commission or similar body will be set up in each country to act as a bridge between UNESCO and the educational, scientific and cultural interests of the peoples of member nations.

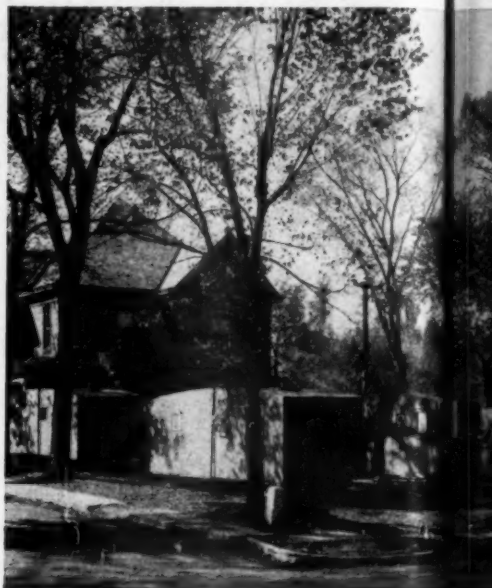
UNESCO will become one of the specialized agencies within the framework of the Economic and Social Council of the United Nations Organization. The exact relationship will be determined later when the two organizations have come into actual operation.

Besides completing the Constitution, the Conference set up a Preparatory Commission to prepare the agenda and plan the program for the first meeting of UNESCO. The Commission is composed of one representative from each member nation.

Pictures of Life in Trailer C



Mrs. Gloria Canfield of Rolla hanging curtains while her husband, James, washes windows in their trailer home in G. I. City. James, of Columbia, is a sophomore in the school of engineering.



A view of G. I. City, one of the two trailer colonies at the University of Missouri, made available to foster service men and their families. The large house in the center is the center of the colony, fitted with sanitary facilities, laundry, nursery and recreation facilities for the G. I. families.

These standard sized trailers rent for \$15.00 a month at MU, Dairy Lawn, has a number of three-unit trailers.

These trailer colonies have set up their own form of supervision under the supervision of the University.

(Left) Equipment in standard trailer includes four wall plugs; a four-burner kerosene stove; two clothes closets; a linen closet; an icebox; and two dish closets; numerous kitchen cabinets extending the entire width of the trailer.

A kerosene heating stove, fully equipped will keep the residents warm during the winter arrival of spring, turning off the stove and opening the skylight will be enough adjustment to the weather.

As for furniture, the divans, a kitchen table only enough for a family, but can be comfortable.

At the right is a committee of G. I. Wives House.

Trailer Camps for GI's at M.U.



two trailer communities on the campus of the
able to foster servicemen who are enrolled in
the center of the community is a Service House
y, nursery and recreation rooms for use of the
at for \$180 a month. The other trailer camp
of three-man trailers which rent for \$22.50 per
up their own form of community organization
sity.

Standard trailer include four electric lights;
kerosene kitchen stove; a portable oven;
ref; an ice box; an adequately sized sink;
kitchen cabinet drawers and shelves ex-
the trailer.

fully equipped with fan and blowers
during the winter months. With the
the stove and opening the four windows
adjustment to the warmer weather.

y, a kitchen table and four chairs are not
can be comfortable for company.

of G.I. wives cleaning in the Service



Mrs. William Reuter of Kansas City gives William, Jr. (Dutch), a bath in the Service Building at G. I. City. Her husband is a freshman in the University College of Engineering.



Pictures of Life in Trailer C



Mrs. Gloria Canfield of Rolla hanging curtains while her husband, James, washes windows in their trailer home in G. I. City. James, of Columbia, is a sophomore in the school of engineering.



A view of G. I. City, one of the two trailer colonies at the University of Missouri, made available to former soldiers of the University. The large house in the center is the center of the colony, fitted with sanitary facilities, laundry, nursery and recreation facilities for G. I. families.

These standard sized trailers rent for \$15.00 a month at MU, Dairy Lawn, has a number of three-room trailers.

These trailer colonies have set up their own form of government under the supervision of the University.

(Left) Equipment in standard trailer includes four wall plugs; a four-burner kerosene kitchen stove; a refrigerator; two clothes closets; a linen closet; an ice box; and two dish closets; numerous kitchen cabinet doors extending the entire width of the trailer.

A kerosene heating stove, fully equipped with a blower, will keep the residents warm during the winter. The arrival of spring, turning off the stove and opening the skylight will be enough adjustment to the weather.

As for furniture, the divans, a kitchen table and chairs are only enough for a family, but can be comfortable.

At the right is a committee of G. I. wives of the House.

Trailer Camps for GI's at M.U.



two trailer communities on the campus of the
 able to foster servicemen who are enrolled in
 the center of the community is a Service House
 , nursery and recreation rooms for use of the

at for \$15.00 a month. The other trailer camp
 f three-room trailers which rent for \$22.50 per

up their own form of community organization
 nity.

ard trailers include four electric lights;
 kerosene kitchen stove; a portable oven;
 et; an ice box; an adequately sized sink;
 tchen cabinet drawers and shelves ex-
 e trailer.

fully equipped with fan and blowers
 during the winter months. With the
 ne stove and opening the four windows
 adjustment to the warmer weather.

, a kitchen table and four chairs are not
 can be comfortable for company.

e of G.I. wives cleaning in the Service



Mrs. William Reuter of Kansas City gives William, Jr. (Dutch), a bath in the Service Building at G. I. City. Her husband is a freshman in the University College of Engineering.



Secretary's PAGE

READING CIRCLE

The number of books distributed to schools through the Reading Circle Division is this year exceeding last year's all-time record.

During the emergency, publishers have had difficulty in supplying many books and hence the reason for our impaired service to some school districts.

The Reading Circle has rendered a recognized service for fifty-three years and is a major source of revenue for the Association.

TEACHERS SALARIES

Salaries have never been sufficient to build a real profession of teaching. This is generally recognized.

Every study clearly indicates that white-collar and professional employees are much worse off in income and standard of living than before the war. Cost of Living Index for necessities has increased 29 per cent since the beginning of the war. Food prices have gone up 40 per cent, clothing 48 per cent. It is estimated that living costs will increase at least 10 per cent during the present year.

Teachers salaries have increased on the average only 15 per cent.

What is the outlook for improvement as far as Missouri is concerned?

Senate Bills No. 208 and No. 294 (applying only to Kansas City and St. Joseph) will doubtless be effective before the April school election, making it possible for school districts to raise locally additional funds.

It is estimated that the state school fund for the 1945-46 biennium will exceed the 1943-44 biennium by approximately 6 million dollars.

The situation from a federal point of view is not so encouraging. The House Committee on Education defeated on December 12 a federal aid bill by a vote of 10 to 9. Representative Schwabe and Bell

from Missouri are members of the Committee. A sub-committee of the Senate Committee on Education and Labor is now engaged in studying and drafting federal aid legislation. A favorable Senate decision would place the issue again before the House of Representatives. Senator Donnell from Missouri is a member of the Senate Committee on Education and Labor.

LEGISLATION

The General Assembly reconvened on January 7.

Senate Bill No. 208, with the emergency clause, making it possible for Boards of Education, without a vote of the people, to levy up to \$1.00 in cities and towns (89c in St. Louis) and up to 65c in all other districts, with any additional amount to be levied by a two-thirds majority vote, has passed both Houses and gone to the Governor for approval.

AVAILABLE

Copies of the splendid booklet entitled, "Missouri Education in National Review" are still available on request.

FILMS

It is gratifying to see many schools making use of the film "Pop Rings the Bell" and the film "Assignment Tomorrow."

100% COUNTIES

The following have reported since the January issue:

Audrain—Howard Maxwell, Co. Supt.
Macon—Miss Mary F. Graves, Co. Supt.
Marion—Mrs. Quentin L. Rogers, Co. Supt. (Resigned).
Randolph—Mrs. Ada Reynolds, Co. Supt.
Hickory—Mrs. Ruth King, Co. Supt.
Morgan—Lee T. Sims, Co. Supt.
Stoddard—John A. Wright, Co. Supt.
Worth—R. S. Fadely, Co. Supt.
Henry—J. W. Miller, Co. Supt.

Organization Meeting of Board of Education*

Scene: The Board of Education Room of the City of Idella, Missouri.

President Myrant: "Will the meeting please come to order? The secretary will call the roll."

Secretary Western calls the roll: "Dunsmore, Mallory, Mayers, Western, Myrant, Superintendent Davis."

Secretary Western: "Mr. President, there are five members and the Superintendent of Schools present."

President Myrant: "The roll call establishes a quorum and we are open for official business. This is our organization meeting and we have two newly elected members to be sworn in before we proceed with the organization of the board. The first order of business is the certification of the annual school election. Will the secretary read the certification of the judges of the election?"

Secretary Western: "I have here the certification of the judges of the election which reads as follows:

We, the judges and clerks of the annual school election held at the school house of the Idella school district, April 6, 1945, certify the following returns of the election: Eli Mittler and Robert J. Clark elected as school board members for a term of three years."

President Myrant: "Gentlemen, you have heard the results of the election. What is your pleasure?"

Member Mayers: "Mr. President."

President Myrant: "Mr. Mayers."

Member Mayers: "Mr. Mittler and Mr. Clark were requested to wait in an adjoining room. I move that the secretary be directed to issue to each a certificate of election."

Secretary Western: "Mr. President, I second the motion."

President Myrant: "You have heard the motion which has been duly seconded, that the secretary be authorized to issue a cer-

tificate of election to the newly elected members. Is there any discussion?"

"Question is called for. All in favor of the motion as stated answer *aye*, those against the motion, *no*, as the roll is called. Will the secretary please call the roll?"

Secretary Western calls the roll: "Dunsmore, Mallory, Mayers, Western, Myrant."

Secretary Western: "Mr. President, there are five ayes and no noes."

President Myrant: "By your vote you have authorized the issuance of the certificates of election. Will the secretary please issue the certificates?"

President Myrant: "Mr. Dunsmore will invite these gentlemen in and ascertain if they meet the legal qualification of a school board member."

(Mr. Dunsmore leaves the room and returns with Mr. Mittler and Mr. Clark.)

(Member Dunsmore directs the new members to take their position near the President.)

Member Dunsmore: "The qualification of a school director in city, town, and consolidated schools as set forth in Section 10469 of the Revised Statutes of the State of Missouri, 1939, states that a director must be a citizen of the United States, resident taxpayer of the district, and shall have paid a state and county tax within one year preceding his election or appointment, and shall have resided in this state for one year next preceding his election or appointment and shall be at least thirty years of age. Do you gentlemen meet these qualifications?"

Mr. Mittler: "I do."

Mr. Clark: "I do."

President Myrant: "I hereby present you with a certificate of election."

Certificate of Election

This is to certify that you were duly elected to become a member of the board of education of the Idella school district at the annual school election held April 6, 1945, for a term of three years.

(Signed by Secretary Western)

.....
Secretary

*School Board Meeting for Superintendents in Training under the direction of Professors W. W. Carpenter, A. G. Capps, and Dean L. G. Townsend, University of Missouri, Columbia.



From left to right, first row: Robert J. Clark, superintendent of schools, Couch; Eli F. Mittler, superintendent of schools, Warrenton; Samuel Myrant, superintendent of schools, Sturgeon; Idella Western, teacher, Quincy, Illinois; Roy Dunsmore, superintendent of Oregon county schools; Keith C. Davis, superintendent of schools, Green Ridge.

Rear row: D. A. Mallory, superintendent of schools, Buffalo; Raymond Mayers, superintendent of schools, Prairie Hill.

President Myrant: "Are you willing to become a member of the school board of the Idella school district and assume the responsibilities appertaining thereto?"

Mr. Mittler: "I am."

Mr. Clark: "I am."

President Myrant: "Raise your right hand, and repeat after me:

"I, Eli Mittler, and I, Robert J. Clark, do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Missouri, and that I will faithfully and impartially discharge the duties of school director in and for the Idella school district, State of Missouri, to the best of my ability, according to law, so help me God."

President Myrant: "Will you gentlemen please sign the oath?" (Each one signs.)

President Myrant: "Gentlemen, we welcome you. Please be seated as members of the board of the Idella school district."

President Myrant: "It has been our custom of the past to briefly point out to our new members, before we organize, the major responsibilities of a school board member. Personally I was much impressed with

Superintendent Davis's presentation when I came on the board, so I am going to ask him to take the floor. Will you accept this responsibility, Superintendent Davis?"

Supt. Davis: "President Myrant, I shall be glad to. Gentlemen, you have been chosen by the citizens of this community to assume a position of great importance. You have by your own free will taken the oath of office which makes you a member of this board of education. May I call to your attention that while you have a right to feel proud that your community has faith in your ability and integrity, you have with the assumption of this office taken upon yourselves new and serious responsibilities.

"The principles which govern the discharge of the board's responsibility for the control of public education in a school district have definite legal bases. It is now well established that there are three principles of school control that should operate in harmonious relationship, namely: the legislative, the executive, and the appraisal. A recent bulletin from the University of Missouri says:

"The first of these universally recognized principles of administration is that the board of education should formulate policies for the general management of the schools in the district. This principle is clearly expressed in Sec. 10468 of the Revised Statutes of Missouri, 1939, which says, "The government and control of a town or city school district shall be vested in a Board of Education of six members." These policies are in reality plans of action and represent decisions of a board of education on how the schools shall be administered. A record of these policies is found in the minutes, and in the rules and regulations, which portray board action on various questions. The superintendent of schools should work as the trusted educational adviser of the board on the formulation of these policies.

"The second general principle of school administration is concerned with executive and administrative duties. Such duties consist primarily of the work necessary to carry out the policies which have been adopted by the board of education. This responsibility should be clearly and definitely delegated to the superintendent of schools in writing as a part of the rules and regulations of the board, and he should be held accountable for the satisfactory discharge of this responsibility . . .

"The third universally recognized principle of school administration pertains to the work of the board of education in its appraisal or judgment function. Appraisal or final judgment is clearly the responsibility of the board of education. Again, the superintendent of schools should be the trusted administrative officer of the board and should furnish his board of education with complete information which will in turn make possible fair and just appraisal of the work of the school. The legality of the appraisal responsibility of the board is also clear. Sec. 10468, Revised Statutes of Missouri, 1939, states that the government and control of a town or city district shall be vested in a board of education of six members."

"As the unique function of education in American democracy is to perpetuate that democracy, so the peculiar function of the laymen who sit on the board of education is to provide a framework that will assure

that the principles of democracy will be interpreted to each generation."

President Myrant: "Thank you, Superintendent Davis. We are now ready to organize the board. Nominations are in order for president."

Member Dunsmore: "Mr. President."

President Myrant: "Mr. Dunsmore."

Member Dunsmore: "Mr. President, I nominate Mr. Mittler as president of the Idella Board of Education."

Member Mayers: "Mr. President."

President Myrant: "Mr. Mayers."

Member Mayers: "Mr. President, I move that the nominations cease and that the secretary be instructed to cast a unanimous ballot for Mr. Mittler as president of the Idella School Board."

Member Clark: "Mr. President, I second the motion."

President Myrant: "You have heard the motion that the nominations cease and that the secretary be instructed to cast a unanimous ballot for Mr. Mittler. Is there any discussion? Are you ready for the question? Those in favor answer *aye* and those against *no*, as the roll is called. Will the secretary please call the roll?"

Secretary Western: "Clark, Dunsmore, Mayers, Mittler (who does not vote), Western, Myrant."

Secretary Western: "Mr. President, there are five ayes and no noes."

President Myrant: "By your vote you have unanimously elected Mr. Mittler as president. Mr. Mittler, you are the new president. Before I turn over the gavel, however, I wish to thank the members of the board for their untiring efforts and their devotion to duty during my term of office. Just as you supported me and the policies of our Board, may I urge that you support our new president. Under his leadership move forward. Before I turn over the gavel to our new president I wish to thank sincerely Mr. Mallory, our out-going member, for his unselfish service as a member of this Board of Education. We were sorry to learn that you had moved from our city for business reasons, but we do wish you to know that we appreciate your long drive in order that you could be present at the installation of our new members. Now, Mr. President, will you take the chair?"

(President Mittler takes the chair.)

President Mittler: "Nominations for vice president are now in order."

Member Dunsmore: "Mr. President."

President Mittler: "Mr. Dunsmore."

Member Dunsmore: "Mr. President, I nominate Mr. Mayers for vice president."

Member Clark: "Mr. President."

President Mittler: "Mr. Clark."

Member Clark: "Mr. President, I move that the nominations cease and that we elect Mr. Mayers by acclamation and that the secretary be instructed to cast a unanimous ballot for Mr. Mayers."

Member Myrant: "Mr. President, I second the motion."

President Mittler: "You have heard the motion and the second that the nominations cease and that we elect Mr. Mayers by acclamation and that the secretary be instructed to cast a unanimous ballot for Mr. Mayers. Is there any discussion? Are you ready for the question? All in favor answer *aye* and those against *no*, as the roll is called. Will the secretary please call the roll?"

Secretary Western: "Clark, Dunsmore, Mayers (who does not vote), Myrant, Western, Mittler."

Secretary Western: "Mr. President, there are five ayes and no noes."

President Mittler: "By your vote Mr. Mayers is elected vice president."

Secretary Western: "Mr. President."

President Mittler: "Miss Western."

Secretary Western: "Mr. President, I move that we adjourn."

Member Myrant: "Mr. President, I second the motion."

President Mittler: "The question is whether the board wishes to adjourn. Are you ready for the question? Those who favor the motion answer *aye*, those against, *no*; as the roll is called. Will the secretary please call the roll?"

Secretary Western: "Clark, Dunsmore, Mayers, Myrant, Western, Mittler."

Secretary Western: "Mr. President, there are six ayes and no noes."

President Mittler: "The meeting is adjourned."

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Recommendations for Improving Rural Education

The Technical Study Staff of the Co-operative Study of Rural Life and Education made a number of recommendations for improving rural Missouri which were approved by the Citizens' Advisory Committee. We reprint these recommendations, found on pages 212-219 of the report recently published by the State Department of Education, in order to promote more widely their study by educators and other citizens.—Editor.

School Service Areas

The establishment of desirable school service areas is more than the process of future legislative enactments. A study of the existing Missouri statutes revealed that much may be accomplished in the way of providing more desirable school service areas for the rural boys and girls. The providing of adequate school service areas is now retarded because of an inadequate road system in many areas and the lack of planning on the state and local levels. Therefore, it is recommended that:

1. The professional and lay organizations, state and local, study the problems of school service areas and develop definite plans for solving them insofar as possible under existing laws and conditions.
2. The State Department of Education assumes the responsibility of initiating and directing the development of a state plan as suggested above.
3. Further, the State Department of Education make provision to assist local school people in determining desirable school service areas.

For developing desirable school service areas, the following recommendations are made:

1. Establish Permanent Local County School Committees.

(a) Membership—At least six leading citizens of the county and the county superintendent of schools acting as secretary with the right to vote in case of a tie.

(b) Election of Members—To be elected by the County School Board Conventions.

(c) Duties—To study the problems of providing adequate educational facilities and proposing desirable school service areas.

(d) The report of the Local County School Committee to be approved by the State Board of Education.

2. Provide that the taxpayers of a proposed local school service area approve or reject same by majority vote.

3. Provide that State Board of Education shall be the State School Service Area authority with the following functions:

(a) To keep before the people of the State the question of school service areas and develop criteria for determining desirable school service areas.

(b) To approve the reports of the Local County School Committees.

(c) On request of the County School Committee to provide help in making studies of school service areas.

(d) To organize a division or department of School Service Areas with an adequate and capable staff.

School Buildings and Equipment

It is recommended that:

The state make a greater and more substantial contribution to school plant facilities than present laws provide, but this contribution must be predicated upon an acceptable school service area.

This requires legislative enactment by the present General Assembly since it is an immediate and pressing problem.

Transportation of School Children

On the basis of the facts included in the report, it is recommended that:

1. The State Department of Education approve bus routes in such manner as to eliminate active competition between school service areas.

2. Lay and professional organizations lend all assistance possible in helping to provide all-weather roads to take care of

the transportation of the children in properly organized school service areas.

3. The state's contribution to the transportation be sufficient to maintain efficient transportation facilities for all school children needing them.

All-Weather Roads

The recent increase in the transportation of rural pupils, particularly to high schools, represents a great advance for those children on or near all-weather roads. However, fifty-four percent of the farm homes are still on dirt roads, which means that transportation facilities are lacking for approximately half of the rural children of the state.

It is recommended that:

1. Every effort should be exerted to develop all-weather roads as rapidly as possible.

2. The bulk of these all-weather roads should be constructed expeditiously and at moderate cost, but of such character that they will care for ordinary busses, farm trucks, and similar vehicles.

3. Such a development of all-weather roads would be in addition to the first class highways and farm-to-market roads now being developed.

State's Contribution to Financing Local Public Elementary and Secondary Education

It is recommended that:

1. The state continue to contribute one-third of the general revenue to the support of public elementary and secondary education.

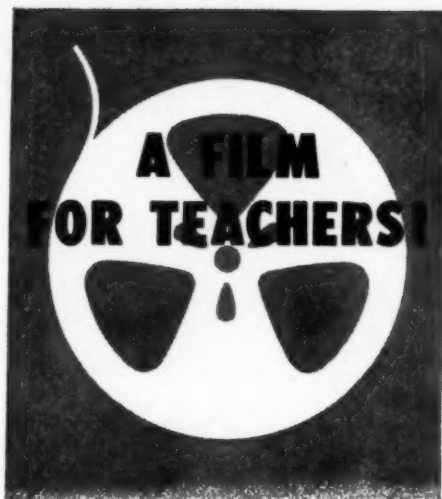
2. When a desirable school service area is established, modification in the distribution of state school funds should be made, if necessary, in order to provide the needed financial support to carry on an adequate educational program.

Curricular Offerings

The studies of the curricular offerings and the conditions under which the rural schools now operate show a very definite inadequacy in the education of the rural boys and girls for living in our democratic society. Therefore, it is recommended that:

1. The school term be lengthened to at least nine months by legislative enactments.

2. Wherever feasible, the class size should be made sufficiently large to provide



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a desirable classroom unit of fifteen to twenty-five children. This is possible in many instances only by providing an adequate school service area.

3. The curricular offerings should be keyed to the needs of the rural boys and girls.

4. Rural high school students should have a choice of vocational agriculture, home economics, business training, trade and industries or general shop, art, music, vocational and educational guidance, health and physical education and a well-rounded extra-curricular program, as well as the usual college preparatory courses. This is feasible only when there are enough high school students in the school service area to have classes of reasonable size and sufficient funds are available to maintain such a program.

Teachers

It is recommended that:

1. The whole problem of training and certification of teachers be re-examined in the light of the needs of rural areas.

2. The teachers should be trained to teach in the rural areas.

3. The salaries of teachers should be made commensurate with their training, their professional responsibilities, and their contributions to society.

4. Adequate living facilities including teacherages should be provided by the community. Provisions for social and recreational activities should be considered by the community.

Health Provisions for Schools

In the light of the facts revealed by the study, it is recommended that:

1. Adequate health and physical education should be taught in all schools, and this should include corrective measures in so far as this is within the range of possibilities.

2. Facilities should be provided for health examinations for all children and provision should be made for some medical care for those who are unable to have private care.

3. A complete set of health records should be kept for every child as a part of the permanent school record.

Library Services

It is recommended that:

1. Superintendents, principals, teachers

and boards of education provide much more liberally for modern reference material for the children in the rural schools, elementary grades and in the high schools, and the children should be trained in the efficient use of the library facilities.

2. The State Department of Education should have as one of its requirements for approval of a high school that of modern library facilities for the elementary grades in the system.

3. A county-wide library system, including mobile libraries, should be established in each county suitable for the needs of children and adults, and it should be administered in cooperation with the local library committee and the county superintendent of schools.

Education of the Negro Children

With two facts in mind, the high concentration of Negro children in the southeast section of the state and the scattered Negro school population in other sections, it is recommended that:

1. The State should make adequate provision for the proper training of the teaching personnel.

2. Provision should be made for desirable educational services, including vocational training.

3. The only tenable thesis in a democracy is that of providing equal educational opportunities for all, regardless of race or color.

4. The curricular offerings should meet the educational needs of the Negro children, and all should be trained to the limits of their capacities.

Extension of Educational Facilities

Man's education extends from the cradle to the grave. Men crave knowledge. To fulfill these conditions a great deal has been done by many different organizations in Missouri. However, only a few of the possibilities have been realized. Therefore, it is recommended that:

1. There should be more unification and coordination of the work in adult education.

2. The school system should become the center of adult education in many of the communities.

3. Facilities should be provided for kindergartens when a reasonable number of children are available in school service areas as now established by law or that may be established.

4. The State Board of Education provide for a careful study of the needs and possibilities of establishing "specific schools" that have been made possible by Article IX, Section I of the new Constitution.

Health Services for Rural Areas

The war has made very acute the problem of providing adequate health services for the rural areas. The conditions found by the committees indicate that there is a very real need for immediate action to remove some of the serious conditions. Therefore, it is recommended that:

1. The General Assembly, if legislation is necessary, act at a very early date to meet the current situation.

2. Plans be developed for establishing a system of hospitals that will take care of the health needs of those areas lacking such facilities.

3. The various legitimate hospital and medical care organizations press their campaigns for extending these services.



Now I know how Atlas must have felt.

Items of INTEREST

A. H. Kerr, principal of the Centralia high school, has resigned to become superintendent of the Madison public schools.

Pauline Layton, a teacher in the Hollister public schools, was recently married to Ben Barton.

J. W. Donovan, former Pike county teacher, has recently returned to his home following his discharge from the Army.

William T. Weld has been elected assistant principal of the McKinley high school in St. Louis.

Walter Gammeter, assistant principal of the Roosevelt high school in St. Louis, has been appointed principal of the Beaumont high school.

Charles E. McClard of William Jewell College has been employed as admissions advisor for Stephens College.

Amos O. Durrett, formerly at Lexington, is now with the Missouri Valley College, Marshall, Missouri.

Warren M. Sarff has been discharged from the Navy and has accepted the principalship of the Jackson high school.

W. Francis English, University of Missouri, was elected to the board of directors of the National Council for Social Studies during the annual meeting held in Milwaukee.

Stella Ring of Jacksonville, Illinois, began her duties as teacher of music in the Bragg City schools the forepart of January.

Edward J. Berry has been honorably discharged from the Army and has resumed his duties as superintendent of the Iron county schools.

Mrs. Leona Holloman, who has been acting county superintendent of schools, has been employed as a teacher of primary grades at Middlebrook.

Mrs. Julia Fay Bough has been elected to teach in the grade school at Schell City.

A. H. Cooper, director of extension services at the Maryville State Teachers College, has resumed his work after recovering from an operation.

Paul Van Bodegraven has been released from the Navy and resumed his work as associate professor of music education at the University of Missouri on February 1.

N. B. Dee, assistant principal of the Beaumont high school in St. Louis, has been promoted to the principalship in the McKinley high school in that city.

Orval Johnson, who was granted a leave of absence from the Clinton high school to enter the U. S. Navy, has returned to his position as coach and director of physical education.

Mrs. Robert Mitchell, English and music instructor at the Horace Mann training school, Maryville State Teachers College, has resigned her position because of ill health.

Mrs. Mary Ann Busby Carter has been employed to succeed Mrs. Mitchell.

Marion Davies has returned to his teaching duties at the Central Missouri State Teachers College after being in the Army Air Corps since 1942.

Kenneth W. Martin, a graduate of the Central Missouri State Teachers College and a captain in the Army for the past several months, has been appointed to teach mathematics at the Wentworth Military Academy at Lexington.

Lieutenant Randall Tedlock, after three years in military service, has resumed his position as a commerce teacher in the Pattonsburg high school.

Rosemary Sullivan Baker has been employed to teach music in the Clever high school. This gives Clever a complete faculty for the first time this year according to E. C. Alexander, superintendent of schools.

Lieutenant William Christ, honorably discharged from the Naval Air Patrol, has returned to his former position as director of music in the Gideon high school. Lieut. Christ served in North Africa, Italy and England.

Charles P. Kennett, a former teacher and girls' coach in the Hornersville high school, has been serving in the Navy for the past three years. He has recently been discharged and has returned to his old position in the high school.

E. J. Reynolds, superintendent of the Moberly public schools, has resigned to accept a position as superintendent of the Missouri Masonic Home in St. Louis.

Carl Henderson, principal of the Junior high school at Moberly, has been appointed by the board of education as superintendent to succeed Dr. Reynolds.

James R. Chevalier, a Navy veteran of this war and formerly principal of the Mountain Grove high school, has been elected principal of the junior high school at Moberly. After being discharged from the service Mr. Chevalier had entered Missouri University to continue his graduate work.

Charles Edward "Sy" Brisley, formerly with the safety division of the Missouri State Highway Department, has accepted a position with the Department of Resources and Development of Missouri. He began his duties the latter part of December.

Lou Margaret Wilkinson, superintendent of the Marion county schools, was married December 16, to Quentin L. Rogers of Palmyra. He was discharged November 15, after serving forty-eight months with the Marines in the South Pacific. Mrs. Rogers has resigned as superintendent of schools.

Fred W. Faurot of Columbia has accepted a position as athletic coach and physical edu-

cation director at Central College, Fayette. Faurot was recently released as a lieutenant commander from the Navy.

Wallace Hilton, formerly a teacher in the Hickman high school at Columbia, has returned to Hardin, Missouri, after forty-two and one-half months of service in the Army. Captain Hilton served as an instructor most of the time.

T. C. Reid, formerly business manager at the State Teachers College at Maryville, has accepted a position with the Veterans Administration in Denver. Reid served as a major in the Army.

H. H. Hutsell, on leave of absence from the St. Louis public school system, has been promoted to full commander in the USNR. Commander Hutsell is Executive Officer at the U. S. Naval Air Facility, Columbus, Ohio.

Lois Jane Roper, formerly a teacher at the Maryville State Teachers College, is now engaged as a physics laboratory instructor with a Naval Training Program at Miami University, Oxford, Ohio.

Students transferred from the Northwest Missouri State Teachers College and from Missouri Valley College at Marshall are now stationed at Miami University.



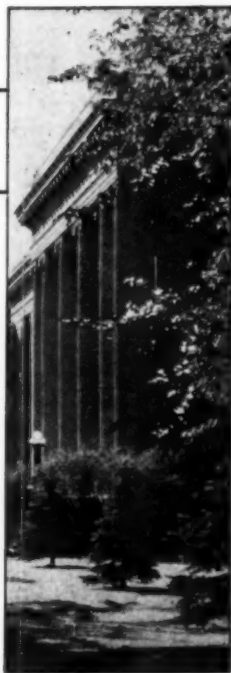
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plans the future."*

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First term registration, Monday and Tuesday, June 17 and 18. Second term registration, Monday, July 29. Write now for complete bulletin.

Director of Summer Session, 781 Administration Building.



■ **Tracy Dale**, formerly superintendent of the St. Joseph public schools, has been named vocational advisor with the Veterans Service Committee at the University of Missouri.

Dale served as a captain in the Army and since his discharge has been working toward the doctorate degree at the University.

■ **Dorothea Hardwick**, teacher of mathematics and social science in the Albany high school, was married during the Christmas holidays to Wilbur Ferguson of King City. Mr. Ferguson was recently discharged from the Navy. Mrs. Ferguson will continue teaching until the end of the term.

■ **J. Raymond Guy** resumed his duties as superintendent of Sugar Creek public schools December 17. Mr. Guy served in the Navy for two and one-half years.

■ **Ann Lowman**, who had been acting superintendent during Mr. Guy's absence, will now be assistant superintendent of Sugar Creek schools.

■ **Ernest Ayres**, clerk of the Glenside rural school in Jackson county for the past forty years, has resigned. Mr. Ayres has sold his farm and is moving to Oak Grove.

During his forty years of service as a clerk Mr. Ayres never missed a county teachers' meeting. This is a record to be proud of.

■ **John S. Wright**, for the past six years county superintendent of the Mercer county schools, has resigned to become grade school principal and eighth grade teacher at Princeton. He succeeds Miss Gussie Gearhart, who had held the post for the past forty years. Miss Gearhart recently married M. L. Peters of Cameron.

■ **Joe Arnote**, veteran recently discharged from the Eighth Air Force and a former teacher at Princeton, has been appointed to succeed Mr. Wright as county superintendent of schools.

■ **Frank D. Cairns**, who has been in military service since August 1943, rejoined the Junior College faculty at Flat River on January 14. Mr. Cairns returned from Europe several weeks ago and received his discharge early in December.

He came to the Junior College in September 1941, and taught economics, accounting and typing.

■ **Amos J. Snider**, former superintendent of schools at Weston, Missouri, and more recently a veteran of the U. S. Army Air Forces, has been appointed Community Veterans Advisor of the University of Missouri.

Since receiving his discharge in September, 1945, he has been serving as vocational advisor with the Veterans Service Committee at the University.

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American way of life really is. Truly an outstanding history series, and one you should investigate thoroughly.

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Grade 5, cloth, 350 pages
- AMERICA, HEIR OF YESTERDAY,
Grade 6, cloth, 398 pages
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Grade 7, cloth, 528 pages
- OUR LAND AND OUR PEOPLE,
Grade 7 and 8, cloth, 704 pages

WRITE FOR FURTHER INFORMATION

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Merrill S. Postma, representative for Josten's and Collegiate Cap and Gown Company in Missouri, was recently discharged from service in the Navy. Mr. Postma resumed his work on January 14.

Edwin L. Tyson has assumed his duties as music and English teacher in the Norborne high school. He has been in the armed services for more than three years. He served in the Pacific theater. Before going into service he taught four years in the high school at Gilman City.

Willie Whitson of the Northeast Missouri State Teachers College is teaching a class of fifteen teachers in Macon county on the subject of Child Psychology. The class meets on Wednesday evening in the office of the county superintendent of schools.

William C. Bicknell has been appointed director of Mechanic Arts Courses at the University of Missouri. Dr. Bicknell will head the vocational course in Household Appliance Maintenance and Repair which has recently been announced by the University for the training of returned veterans and will also institute a new course in Drafting and Elementary Design.

From 1942 to September 30, 1943, Bicknell served as director of testing, routing, and grading in the Navy Training School at the University. Since that time he has been process engineer with the Pratt & Whitney Aircraft Corporation of Missouri in Kansas City.

W. N. Sellman, director of elementary education in the St. Louis public schools, has been promoted to the position of assistant superintendent in charge of instruction and research. This appointment was made by the board on January 2, to fill the vacancy left by John J. Maddox, who died December 25.

Since 1917, Sellman has been employed in the St. Louis schools. He served as principal of the Des Peres, Taussig and Wyman schools and in 1940 was named principal of the Harris Teachers College. He became director of education for elementary schools in 1943.

Sellman has been chairman of the Courses of Study Council in St. Louis which is in the process of making its final report.

C. I. Fleming, principal of McKinley high school, has been named to succeed Sellman as director of elementary education.

ST. LOUIS SCHOOLS

PUBLISH BULLETIN

The department of instruction of the St. Louis public schools recently published a forty-page bulletin covering four special areas of work done in the schools.

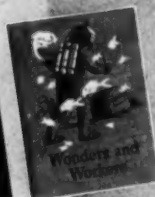
The attractive bulletin deals with phases of "Pupil Health," "Pupil Welfare and Adjustment," "Education of the Atypical Child" and "Wartime Child Care Centers."

The bulletin has an appealing format and many excellent illustrations are included.

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PRESIDENT TRUMAN PRESENTS POSTER TO INDEPENDENCE HS

President Harry S. Truman has presented the William Chrisman high school of Independence with a Seventh War Loan poster bearing his signature. He is an alumnus of the high school.

Superintendent W. E. Matthews presented the gift at a student assembly.

TWO WEEKS' SICK LEAVE PLAN ADOPTED BY ROLLA BOARD

The Rolla board of education on January 4, adopted a sick leave plan for all teachers of the district.

The plan allows five days' sick leave for each of the two semesters. Absence may be due either to actual sickness of the teacher or sickness of an immediate relative of the teacher.

FINE ARTS WORKSHOP HELD IN SCHUYLER COUNTY

A Fine Arts Workshop was held in Schuyler county at Queen City on January 10, under the direction of L. E. Hummel, director of Fine Arts in the State Department of Education.

Miss Viola Brandt, state supervisor of schools, and Mrs. Inez Scotten, county superintendent of schools, assisted Mr. Hummel in the workshop program.

LAWRENCE COUNTY EDUCATIONAL CONFERENCE

The teachers of Lawrence county met at the Franklin school in Aurora, January 4.

The conference was so arranged as to provide programs for elementary and high school teachers.

Principal speakers for the occasion were W. J. Willett, state supervisor; Dr. Anna Lou Blair, State Teachers College, Springfield; Dr. A. S. Artley, Stephens College, Columbia; and Mr. Glenn E. Smith, State Department of Education.

SCHOOL MEN TO HELP JUDGE ESSAY CONTEST

Six superintendents are to help judge the fourteenth annual health essay contest sponsored by the Woman's Auxiliary to the Missouri State Medical Association.

School men on the board of judges are: Roy Scantlin, state superintendent of schools; Philip J. Hickey, superintendent of instruction, St. Louis; Roi S. Wood, superintendent of schools, Joplin; E. T. Miller, superintendent of schools, Hannibal; G. R. Loughhead, superintendent of schools, Poplar Bluff; and L. O. Little, superintendent of schools, North Kansas City.

FORMER PRIME MINISTER WINSTON CHURCHILL TO BE AT WESTMINSTER

President Franc McCluer of Westminster College, Fulton, has succeeded in getting former Prime Minister Winston Churchill to deliver an address at Westminster College on March 5, 1946.

RESUME GIRLS' BASKETBALL ACTIVITY

The Dunklin county high school athletic association has voted to reinstate girls' basketball on a competitive basis this year. This activity had been discontinued during the war.

FRANKFORD BOARD OF EDUCATION ADOPTS MSTA SICK LEAVE PLAN

The board of education of Frankford, Missouri, recently adopted the MSTA Recommended Sick Leave Plan according to Glen L. Hanks, superintendent of schools.

The Frankford public schools are not only enrolled 100% in the MSTA, they are also enrolled 100% in the National Education Association.

NEA REPRESENTATIVE ASSEMBLY

The Executive Committee of the National Education Association has decided the annual summer meeting will be in a simplified form of a Representative Assembly.

The Assembly will be held in Buffalo, New York, within the period of June 30 to July 7, 1946. The exact date will be announced later.

DEPARTMENT OF SUPERVISION AND CURRICULUM TO MEET IN ST. LOUIS

The Department of Supervision and Curriculum Development, NEA, will hold its annual spring meeting at the Statler Hotel in St. Louis, March 21-23, 1946. Group discussions, general sessions, working committee meetings, and informal get-togethers are planned.

Meetings will center around problems of providing better schools for children and youth of our modern world. All educators interested in instructional improvement in today's schools are invited to attend.

FOREIGN SPECIALISTS VISIT ST. LOUIS SCHOOLS

The St. Louis public school system's program of audio-visual education was studied in December by foreign film specialists visiting the United States. The St. Louis division of audio-visual education was the only one selected by the group of foreign representatives from Argentina, Chile, Panama, Belgium, Mexico, India, Russia, Turkey and France.

The group of specialists was interested in seeing how the films were selected, maintained and distributed by the St. Louis schools. They also studied the means of classroom presentation.

OFFICERS OF MINERAL AREA SCHOOLMASTERS CLUB

The officers for the Mineral Area Schoolmasters Club are: president, A. O. Hardy, Elvins; vice-president, H. L. Jackson, Ste. Genevieve; secretary, Irvin F. Coyle, Flat River; treasurer, Ralph McCullough, Elvins.

The club ordinarily holds four meetings each year. The last meeting held at Ste. Genevieve was attended by over 80 schoolmen from the seven counties included in the club.

TWELVE LACLEDE COUNTY TEACHERS RETURN FROM SERVICE

Twelve former Laclede county teachers, who have recently received discharges, are: Olan Quinn, Arch Johnson, Wallace Van Stavern, J. Wiley Atkins, Marvin Allen, Ralph Amos, Tieman Waterman, Eldon Lewis, Karl Moulder, Orville Parlett, Lloyd Turner, Jr., and Melvin Whipple.

Out of thirty-six Laclede county teachers in service Loren Tiemann of Eldridge is the only one who lost his life in the service of his country according to Mrs. Hazel Ponder, county superintendent of schools.

TEACHER IS AUTHOR OF BOOK

Mrs. Ida Mills Wilhelm, teacher at the Bellview school in Lawrence county, is the author of an historical novel entitled "Son of Dolores."

The book is the culmination of many years of study of the life of Columbus and of Spanish history. It is a story of the time of Christopher Columbus, the great explorer who is the most colorful character.

The historical background is authentic. The writer brings into the story such historical characters as Ferdinand and Isabella, Ponce de Leon, Amerigo Vespucci and religious leaders.

The book was published by Field-Doubleday Incorporated and sells for \$2.50.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS CONTEST

The Missouri Department of Elementary School Principals in conjunction with the National Department of Elementary School Principals is interested in learning what ten professional books the principal finds most helpful in his daily work. For each of the five best lists, as judged by the officers of the organization, a year's membership in the Department will be awarded.

The lists will also be forwarded to the National organization. Entries may be sent the President, Mr. Fred Brooks, principal of the Nathaniel Hawthorne School, University City, Missouri, the Vice-President, Mr. S. A. Christian, principal of the Wellston public schools, Wellston, Missouri, or to the Secretary-Treasurer, Mr. Wayne T. Snyder, principal of the Seven Oaks and Meservey Schools, 3711 Jackson Avenue, Kansas City 3, Missouri.

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AM-111

SIX HANNIBAL VETERANS

BACK ON JOB

Six teachers in the Hannibal school, who have been serving in the armed forces, have returned to their positions. These veterans are: Walter C. Brown, coordinator and director of the high school vocational program; A. Roy Kirkpatrick, social science; Jack Reed, biology and assistant coach; Lorraine Long, first grade teacher in the Eugene Field school;

W. Boyd King to new position as director of physical education and athletics; and Charles O. Christian, social science in the Eugene Field school and will serve as visiting teacher part time.

Other faculty members new to the Hannibal system who have recently been discharged from the service are Orace C. Wilson, Howard B. Sublette and Donald Axt.

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DEPARTMENT OF SUPERINTENDENCE TO MEET IN COLUMBIA

The Department of Superintendence of the Missouri State Teachers Association will have its thirty-second annual meeting, March 14-15, in Columbia, in cooperation with the School of Education of the University of Missouri.

The preliminary schedule of meetings is for four sessions, Thursday afternoon, Thursday evening, Friday morning, and Friday afternoon. The Thursday evening meeting will be a dinner meeting if arrangements can be made for serving the group.

Detailed information will be mailed to the superintendents as soon as the program plans are completed. With travel restrictions removed, it is expected that there will be a large attendance.

FUHRMAN HONORED BY TEACHERS OF LINN COUNTY

John Ed Fuhrman, county superintendent of schools for Linn county, was recently honored by teachers and friends upon his return to Brookfield after an absence of twenty-three months spent in the service of his country.

A dinner and a program were arranged in his honor on December 21. The teachers of the county presented Mr. Fuhrman with a card indicating that a nice office chair was to be his as a present in the very near future. The teachers of the county also presented Mrs. Zoe S. Harwood, assistant county superintendent of schools, with a gift and likewise honored Miss Viola Brandt, state supervisor.

Mr. Fuhrman was connected with the Educational Services in the U. S. Naval Hospital, Farragut, Idaho.

SCHOOLS DESTROYED BY FIRE

Darlington

The Darlington public school building was completely destroyed by fire on December 15. The building was a nine-room brick structure with a full basement.

Louisburg

The Louisburg school building burned recently. The building and contents were a complete loss. Superintendent H. H. Bybee has arranged for classes to meet in the local church.

Long Branch

The Long Branch rural school near Stewartsville burned to the ground on December 23. The fire was discovered before it had gained a great deal of headway and books, desks and other furnishings were saved.

JOSSEE R. POWELL HONORED BY SCOTLAND COUNTY TEACHERS

Lieutenant Jossee R. Powell, recently discharged from the Army, was honored January 9, by the teachers of Scotland county. A banquet in connection with the ceremony was held in Memphis.

Mr. Powell assumed his duties as superintendent of the Scotland county schools on January 1.

JASPER COUNTY MEETING FOR TEACHERS AND SCHOOL DIRECTORS March 1, 1946, Carthage High School Auditorium

John F. Wilson, Presiding
Morning Session

- 9:30 Invocation, Rev. Stanley D. Letcher, First Christian Church, Carthage.
- 9:35 Music, Carthage High School.
- 9:45 Welcome Address, J. L. Campbell, Superintendent of Schools, Carthage.
- 10:10 "Teachers' Retirement," Everett Keith, Executive Secretary, M.S.T.A.
- 10:50 "Holding Hands," Dr. E. E. Stonecipher, K.S.T.C., Pittsburg, Kansas.
- 11:30 Announcements, John F. Wilson, Jasper County Superintendent.

Afternoon Session

- 1:15 Invocation, Dr. Paul R. Stevick, Joplin Junior College.
- 1:20 Music, Joplin Junior College Glee Club.
- 1:45 "Educating for the Atomic Age," Dr. Fred McKinney, University of Missouri.
- 2:30 "Implementing the Constitution of 1945 as it Relates to Education," Dr. Loyd E. Grimes, Assistant State Superintendent.
- 3:15 "Finances and the Schools," W. J. Willett, State Supervisor.
- 3:45 Questions and Answers conducted by: Dr. Loyd E. Grimes, Everett Keith, and W. J. Willett.
- 4:15 Announcements, John F. Wilson.

ORIENTATION BOOKLET

The Odessa high school faculty has prepared an orientation booklet entitled: "What Courses Shall I take and in What Extra-Classroom Activities Shall I Participate While in Odessa High School?"

Included in this booklet are the state requirements for graduation; the curricula (college preparatory, vocational agriculture, home economics and commercial) outlined for four years; a description of each course offered; each extra-classroom activity is discussed as to purpose, requirements for membership, and projects; and pages for the pupil to list his two vocational preferences and discuss them as to qualifications, advantages, disadvantages, courses he may take in high school to help in this vocation.

This booklet is given to all freshmen and new students. They are urged to study it carefully, fill out all blanks, and discuss with their teachers or the administrators any questions they may have.

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Form 101 is for use in grades 7 to 12. It is a folder type made of substantial white bristol board, size 9 by 12 inches. Tabbed in three positions as a file folder. Manual of Directions included free.

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ELMER ELLIS APPOINTED DEAN AT MISSOURI UNIVERSITY

Dr. Elmer Ellis, one of the University of Missouri's two vice-presidents, succeeds Dr. Winterton C. Curtis as dean of the faculty of the University's college of arts and science, effective February 1.

Ellis served in the Army as a major doing work on combat history for the general staff. He spent time in Washington and in Hawaii interviewing officers returning from combat duty.



Elmer Ellis

Dr. Ellis holds degrees from North Dakota and Iowa universities and has been a member of the Missouri faculty since 1930. When he entered the service he was professor of history.

Dr. Curtis, who is approaching retirement age, resigned the deanship in order that the responsibilities of postwar education might be under the leadership of only one dean. He normally would have resigned next fall.

THOMAS A BRADY NAMED VICE-PRESIDENT MU

Dr. Thomas A. Brady has been appointed vice-president of the University of Missouri in charge of extra-divisional educational activities effective February 1. He succeeds Dr. Elmer Ellis who becomes dean of the faculty of the College of Arts and Science.



Thomas A. Brady

1931.

Appointed instructor in history in September, 1926, he has successively held positions in the history department as assistant professor, associate professor and was made a full professor on September 1, 1944.

In 1944 Dr. Brady was assigned to make a study of the entire problem of the educational rehabilitation of men and women in the armed services of the United States and to make recommendations to the University of Missouri on that problem. Subsequently he was appointed director of the Veterans Service Committee of the University.

DEPARTMENT OF CLASSROOM TEACHERS—ATTENTION!

Meeting in Columbia, March 30, 1946

"Any classroom teacher who is a member of the Missouri State Teachers Association shall be considered a member of this Department"—Constitution, Article III, Section 1.

With the adoption of a new constitution in November, the Department of Classroom Teachers of the Missouri State Teachers Association opened a new year's work with renewed determination to realize the high objectives of the organization. The Executive Committee, consisting of the officers of the Department and one representative from each of the Association districts, met in St. Louis on November 9, and again in Jefferson City on December 15, to consider plans for the year.

It was decided that in addition to the regular meetings of the Department in connection with the annual meeting of the State Teachers Association next fall, a special state-wide meeting of classroom teachers will be held in the Education Building at the University of Missouri in Columbia on March 30. The meeting will be held on Saturday from 10:00 a.m. to 4:00 p.m., so that teachers throughout the entire state may have an opportunity to attend. At least two speakers will be secured for the program, but a considerable part of the time will be devoted to a discussion by teachers themselves of the problems facing the classroom teachers of Missouri. Panels of teachers will discuss such problems as school finance and school legislation, classroom teacher organization, teacher welfare, teaching as a profession, democracy in the classroom, and public relations.

It is hoped that every classroom teacher in the state will make an effort to attend this meeting, and that such a meeting may become an annual event on the calendar of the Department of Classroom Teachers.

Read your March **School and Community** for definite information concerning the program.

MIDWEST CONFERENCE ON RURAL LIFE AND EDUCATION

Pittsburg, Kansas, March 21, 22, 23, 1946

The Fourth Midwest Conference on Rural Life and Education will be held on the campus of The Kansas State Teachers College at Pittsburg, Kansas, March 21, 22 and 23, 1946. The Conference will bring together leaders from all areas of rural life and education from the states of Iowa, Kansas, Missouri, Minnesota, Nebraska, Oklahoma, North Dakota and South Dakota.

Thursday, March 21, will be devoted to the problems of "Teacher Education in the Rural Areas," and "Teaching the Conservation of Community Resources." The Friday and Saturday program will feature workshops, panels, demonstrations and general sessions built around all areas of rural life; the school, home, church, health services, conservation, radio, etc. Representatives from farm organizations, schools and colleges, departments of education,

conservation agencies, the farm press, parent-teacher associations, educational associations and other interested groups are invited to be in attendance and to participate in the Conference.

A. F. Elsea of Jefferson City, Missouri, is chairman of the Committee on Rural Life and Rural Education.

Additional information regarding the Conference may be secured by writing E. E. Stonecipher, Kansas State Teachers College, Pittsburg, President of the Rural Education Department and Chairman of the Program Committee, or Minter Brown, 315 W. Tenth, Topeka, Chairman of the Executive Committee.

Those wishing room reservations for the Midwest Conference should write Dr. Paul Murphy, KSTC, Pittsburg, Chairman of local arrangements.

MISSOURI MUSIC EDUCATORS ASSOCIATION ANNUAL CLINIC

The annual clinic of the Missouri Music Educators Association was held in Springfield February 1 and 2.

The band, choir and orchestra was made up of students selected on a state-wide basis.

The Springfield Civic Symphony presented a complimentary concert and special music and demonstrations at the junior high school level were also given.

Guest directors for the occasion were Mr. Walter Aschenbrenner, director of the Chicago Symphonic Choir, prominent adjudicator, music arranger, and Mr. Alvin R. Edgar, director of bands and orchestras at the Iowa State College of Agriculture, Ames, Iowa.

Music contests are being resumed this year and the annual clinic served as a refresher course.

NECROLOGY

Mary F. Calnane

Miss Mary F. Calnane, 69, teacher in St. Louis high schools for 22 years, died December 12. Miss Calnane had taught at Soldan and Cleveland high schools and was instructor of history and commercial law at Roosevelt high school before her retirement last September.

B. E. White

Mr. B. E. White, vocational agriculture instructor at Golden City for the past fifteen years, died at his home on January 2, 1946.

Mr. White had been ill with heart trouble for the past two and one-half years.

Bertha Rossi

Miss Bertha Rossi, 56, a teacher in the Wilkinson school in St. Louis City for the past five years, died January 11. Miss Rossi had previously worked in the Humbolt school for thirty years. She was a graduate of Harris Teachers College.

John J. Maddox

John J. Maddox, assistant superintendent of the St. Louis public schools and former

superintendent of instruction, died December 25, of a heart attack.

Maddox served the St. Louis schools since 1910 when he was appointed principal of the Blow school. He became superintendent of instruction in 1921 and occupied this position until 1929.

He began his teaching career as an instructor in the rural Kentucky schools at the age of 18. He later was a teacher, principal and superintendent of schools in Kentucky and Connecticut.

Guy Gum

Mr. Guy Gum, 56, head of the Anderson public schools since 1930, died at his home from a heart attack January 14. He had been attending a high school basketball game at Pineville when he became ill.

IMPORTANT EVENTS

FEBRUARY

- 5 Clark County Community Teachers Association Meeting, Kahoka, February 5, 1946.
- 11 Texas County Community Teachers Association Meeting, Houston, February 11, 1946.
- 18 Jackson County School Administrators Association Meeting, Independence, February 18, 1946.
- 20 American Association of School Administrators Regional Conference, Kansas City, February 20-22, 1946.

MARCH

- 1 Jasper County Educational Meeting, Carthage, March 1, 1946.
- 4 Northeast Missouri Schoolmasters Meeting, Mexico, March 4, 1946.
- 7 Regional Radio Conference, Norman, Oklahoma, March 7-10, 1946.
- 14 Department of Superintendence of M.S.T.A., Thirty-third Annual Meeting, Columbia, March 14 and 15, 1946.
- 21 Midwest Conference on Rural Life and Education, Kansas State Teachers College, Pittsburg, Kansas, March 21-23, 1946.
- 21 Department of Supervisors and Curriculum Development, NEA, Annual Spring Meeting, Statler Hotel, St. Louis, March 21-23, 1946.
- 25 Jackson County School Administrators Association Meeting, Independence, March 25, 1946.
- 30 Department of Classroom Teachers of M.S.T.A. Meeting, Columbia, March 30, 1946.

APRIL

- 18 Missouri Association of School Boards Meeting, Jefferson City, April 18, 1946.

ROLLA STUDENTS PRESENT GIFT TO TRACHOMA HOSPITAL

The students of the Rolla high school have presented a gift of \$110 to the Trachoma Hospital in Rolla, to be used by the hospital for recreational purposes.

Each year the students of the Rolla high school present a Christmas gift to some worthy cause.

Yards . . . for the Asking

A list of Free and Inexpensive Classroom Helps Available from School & Community's Advertisers.

100. When and how was Standard Time adopted? Does standard gauge of track and equipment affect the general public? Development of Railroad Transportation in the U. S. answers these questions and many others. It is a factual historical story of the beginning of the great railroad industry of the country. Suggested for high school reference work (Association of American Railroads).

102. New Teacher's Outline on the 5-Way Plan for Dental Health. Explains just how to use the "Why Do Teeth Ache?" chart, the full color Dental Certificates, and the cardboard model of a set of teeth. The folder includes special diagrammatic drawings clearly showing the proper technique for tooth brushing. (Bristol-Myers Company).

103. How to Run a Film Library visualized manual for school film libraries is being distributed at below production cost—50c a copy. The manual is a functional one; it shows how to make and keep records. There's even a slide in it to project a film rack "blueprint" on the blackboard for a tracing from which boys in the manual training department can build film storage racks. (Encyclopaedia Britannica Films, Inc.)

104. Famous Highways of the United States is a wall display 8 ft. wide, lithographed in 4 colors. It contains typical scenes from 8 famous highways of the country. It will be accompanied by four lesson topics dealing with the history and beauty spots along the highways. Will be available the latter part of February. Charge 10c (Greyhound Lines).

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FINE ARTS WORKSHOP FOR MACON COUNTY

A Fine Arts Workshop was held in Macon county on January 11, under the supervision of Miss Mary Graves, county superintendent of schools. Mr. Lynn Hummel, state director of fine arts, conducted a session on music and speech. A demonstration was given by the fifth grade pupils of the Fox school which is taught by Mrs. Emily Miller. A session in art was held in the afternoon.

ANNOUNCE GOALS OF DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The Missouri Department of Elementary School Principals of the M.S.T.A., now numbering approximately 200 members, working with the State Superintendent of Schools and the teacher training institutions of Missouri has set for its goals during the coming year the continued study of the following educational questions:

1. What is the unique function of the elementary school principal? During the past few years the organization has shown where it is sound economy for school boards in several communities to release a teaching principal for supervisory duties and provide clerical assistance for the performance of necessary routine duties. It is also seeking to raise the educational qualifications for the position of elementary school principals in the State.

2. What educational procedures can the principal best assist with in the promotion of public education? How can the principal help in the necessary continuous revision of the State Course of Study? How can the principal benefit from and assist in the workshops now being conducted by the State Department of Education? What professional books and journals are found to be most useful in the principal's office? How can the Department of Elementary School Principals take advantage of the recent invitations from the State Superintendent of Schools and from certain teachers colleges to assist in formulating projects for the in-service training of teachers?

3. How should the work of the principal be evaluated? How can the daily practice of the school be modified by the experimental procedures suggested by teacher training institutions? What degree of security has the principal a right to expect from his community, his state, his professional organization in the way of tenure, recognition, financial rewards and intangible enjoyment of good citizenship?

A cordial invitation is extended to all teaching and supervisory principals in the State to express themselves on these or related questions as well as to share their experiences. Replies should be sent to the Secretary-Treasurer, Mr. Wayne T. Snyder, Principal Seven Oaks and Meservey Schools, 3711 Jackson Avenue, Kansas City 3, Missouri.

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FORREST H. ROSE ELECTED

DEAN AT CAPE GIRARDEAU

Dr. Forrest H. Rose, a member of the Cape Girardeau State Teachers College faculty for fifteen years, was elected dean of the college on December 10, filling the vacancy left by the death of Dr. Vest C. Myers.

The new dean received his Ph.D. Degree from the University of Wisconsin in 1938 doing his research in speech and guidance work. He earned his A.B. Degree in 1922 and his A.M. Degree in 1929 from Ohio Wesleyan University. From 1925 to 1927 he did his first teaching at Kansas Wesleyan University, Salina, Kansas. After leaving this university, he joined the faculty of the Park College, Parkville, Missouri, where he remained until 1930.

Dr. Rose is co-author of the "Effective Speech Notebook" which is now being used by the speech department at Cape Girardeau College. He has also contributed to educational journals.

TO TEACH BRICKLAYING

The Marshall high school initiated a course in bricklaying on January 19, for youths and adults.

At a preliminary meeting more than fifty signed up for the course.

"PLANNING THE ART DEPARTMENT"

A booklet, "Planning the Art Department," was recently published by the Related Arts Service, 511 Fifth Avenue, New York 17, New York.

Every art teacher and every superintendent contemplating changes in the art department should be acquainted with this publication.

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Editorial PAGE

SICK LEAVE PLAN PROVES POPULAR

THE MINIMUM SICK LEAVE Plan formulated and publicized by the Policy and Plans Committee of the MSTa early in this school year has proved to be very acceptable.

Many Missouri school boards have already adopted the plan to serve as the official policy governing sick leave for teachers and other school employees of the district.

Every week the mails bring letters from superintendents, principals and teachers notifying us of the installation of the plan. During the present week (January 7-12) we have heard from three schools—Frankford, Rolla and Independence, which have initiated this much needed program. True, the plan is not always adopted as released. This is the way it should be. It was emphasized that the plan is a minimum standard meant to be within the realm of attainment by any district board regardless of size or wealth.

Many boards have adapted the plan in various ways. Some have given more than five days leave each year. Others have increased the cumulative provision from 25 to 30 or even sixty days.

The point is that boards under competent leadership are recognizing the desirability of safeguarding the health of the pupils in the classroom and at the same time protecting already underpaid teachers from unjustifiable financial loss.

An adequate sick leave policy is an asset to any school system. It will help to reduce the incidence of sickness in a classroom. A teacher working in a school without a sick leave plan is more likely to stay on the job when ill and needlessly expose pupils in his room. Absence of pupils not only creates an educational deficiency it also reduces the amount of State Aid the system is entitled to.

Every school without a sick leave plan should consider this important teacher welfare feature.